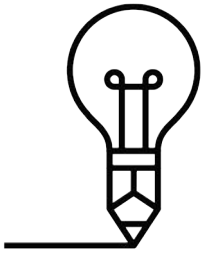
# Writing Strands

## INTERMEDIATE 1

Focuses on skills such as organization, description, and paragraphing.



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Focuses on skills such as organization,
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# Using *Writing Strands*

**Features:** The suggested weekly schedule enclosed has easy-to-manage lessons that guide the reading, worksheets, and all assessments. The pages of this guide are perforated and three-hole punched so materials are easy to tear out, hand out, grade, and store. Teachers are encouraged to adjust the schedule and materials needed in order to best work within their unique educational program.

**Lesson Scheduling:** Students are instructed to read the pages in their book and then complete the corresponding section provided by the teacher. Assessments that may include worksheets, activities, quizzes, and tests are given at regular intervals with space to record each grade. Space is provided on the weekly schedule for assignment dates, and flexibility in scheduling is encouraged. Teachers may adapt the scheduled days per each unique student situation. As the student completes each assignment, this can be marked with an "X" in the box.

| | |
|---|---|
| | **Approximately 30 to 45 minutes per lesson, five days a week** |
| | **Includes answer keys for worksheets** |
| | **Worksheets for each section** |
| | **Reading and writing assignments are included to help reinforce learning and provide assessment opportunities** |
| | **Designed for students who have completed *Writing Strands Beginning 2*, or grades 4 through 9 depending on skill level.** |

**Course Objectives:** Students completing this course will

- Understand that ideas in sentences are connected, and that ideas flow from one sentence to the next.
- List the main points in the summary of a story.
- Understand that there is a voice which speaks to the reader.
- Realize the structure of description, and start descriptions with general statements.
- Use past tense, present tense, and future tense.
- Recognize character positions and realize how position controls what characters know.

# Course Description

**Introduction:** *Writing Strands Intermediate 1* is designed to give students a grounding in the process of giving others their thoughts in written form. This level is designed for any student who has completed the exercises in *Writing Strands Beginner 2*. This level is designed for 4th to 9th grade students, depending on skill level. Of course, 4th and 9th grade students would write differently but both can benefit in learning the skills presented in this level. Generally, we recommend using this level in Grade 5 but the skill level of the student should always guide placement.

Lessons are easy to teach and do not require preparation. Sit with the student, read the lesson together, and discuss anything that is not clear. Remember, composition is a skill that is learned over time. We recommend that you download the free *Writing Strands Teaching Companion*. It will save you a great deal of time, and it will help your students to learn quicker.

Much of the planning and detail of the writing process is presented here. The writing exercises in this level are in four categories: basic, creation, organization, and description. The exercises in each of these areas will guide you in the development of the skills you will need.

The books in this series are designed for one school year each, which should include our reading program. We recommend that you alternate each writing exercise with a week of reading and discussing books and ideas. In this way, you will have a full school year of language arts. We have made it easy by providing a Daily Schedule to follow.

The reading half of any language arts program should involve reading and talking about books and ideas. The reading section found in the *Writing Strands Teaching Companion* provides extra guidance to get the most out of the reading week.

**Grading Options for This Course:** It is always the prerogative of an educator to assess student grades however he or she might deem best. For *Writing Strands* the teacher is to evaluate primarily whether a student has mastered a particular skill or whether the student needs additional experience. A teacher may rank these on a five-point scale as follows:

| Skill Mastered | | | | Needs Experience |
|---|---|---|---|---|
| 5 (equals an A) | 4 (B) | 3 (C) | 2 (D) | 1 (equals an F) |

A — Student showed complete mastery of concepts with no errors.
B — Student showed mastery of concepts with minimal errors.
C — Student showed partial mastery of concepts. Review of some concepts is needed.
D — Student showed minimal understanding of concepts. Review is needed.
F — Student did not show understanding of concepts. Review is needed.

# Reading and Evaluating Literature

Each week students will read biblical passages as assigned, as well as a book their teacher will assign. This book can be short enough to be read within an hour, or longer to be read over the course of the full week.

**Studying the Literature of the Bible:** The Bible is a collection of 66 God-inspired books of historical accounts, poetry that was often set to music, wisdom that taught how to live in God's truth, prophecy that refers to future events, letters, and revelation, written by over 40 different authors, ranging from shepherds to kings, over the time span of 1,500 years, all revealing God's Word and showing us the way of salvation through Jesus Christ. The following is a guideline to help you gain the most from every biblical passage, and is provided with each biblical passage in this course:

**Step One:** Pray for the Lord's wisdom and inspiration in your reading.

**Step Two:** Determine the genre of the literature (history, poetry, prophecy, proverbs, letters, parables, etc.).

**Step Three:** Read each passage, keeping in mind the cultural and historical setting of the text. (This can often be found in the introductory material to a book in the Bible.)

**Step Four:** Look for the intended meaning.

**Step Five:** Once the original meaning is understood, seek to find a simple life application. (Is the message about sin, or salvation, or faith, or hope, etc.?)

**Step Six:** Seek other passages to help define the meaning (Scripture interprets Scripture).

**Studying Classical or Contemporary Literature:** When reading classical or contemporary books, a primary concern should always be the worldview or moral viewpoint of the author. A writer who believes that God created the heavens and the earth and who created people in His own image realizes that God instilled us with purpose and meaning. This writing will be distinctly different from an atheistic author who most likely believes that the earth and everything in the universe came about by random chance events, and that life rose from non-life, with no direction, intention, or purpose. In your evaluation of fiction, keep in mind these five principles, provided for you with each book you choose to read during this course. Feel free to present these steps to each student at his or her skill level:

**Step One:** Analyze the writer's worldview or belief system (Christian or non-Christian, secular humanism or cosmic humanism, etc.).

**Step Two:** Determine the genre of the literature (historical fiction, fantasy, crime drama, western, thriller, poetry, satire, etc.).

**Step Three:** Read the book, keeping in mind the main setting of the text and the primary roles of each character.

**Step Four:** Look for the flow of the story.

**Step Five:** Seek other passages to help better understand the story and its possible meaning.

# How to Make *Writing Strands* Work for You

1. Students should keep a writing folder or 3-ring binder to contain all written work, which can be kept for the next level. This will give the teacher a place to store and record the student's progress and skills.

2. The teacher and student should track what the students have learned and what they still need to learn. Here are some ways to do that:

   a) After every assignment, the teacher or student should fill in the Student Progress Report that follows the assignment.

   b) The teacher should fill out the Weekly Skills Writing Mastery Chart (page 10) as the student completes assignments.

   c) Writers can always learn new things. Young writers should not expect to fix all their problems right away. The teacher can keep track of the problems they have noted but the student has not yet solved using the "Spelling List" and "List of Problems to Solve."

3. Many of the exercises suggest that the teacher will work with the student during the writing period, reading what the students have written. If this is done, it will serve two purposes:

   a) It will give the student constant feedback and will allow the teacher to catch many writing problems before they appear in the final papers.

   b) It will greatly cut down on the teacher's correcting time. Most of the proofreading can be done during writing time, so, even though students will be writing much more than they previously have, the teacher should be able to help the students more using less time.

4. We recommend teachers use the *Writing Strands Teaching Companion* from Master Books to help with the writing process. It can help a great deal with the development of writing skills, including grammar, spelling, and other challenging areas and demonstrates to teachers how to provide supportive and effective feedback on writing assignments.

5. We recommend the teacher and student go through the Helpful Terms section at the start of the course. We suggest reviewing two sections with the student at the beginning of each writing week. Once all of the sections have been reviewed, we suggest reviewing one section that the student struggles with most at the beginning of each writing week.

# Principles of *Writing Strands*

1. John 1:1 says, "the Word was made flesh and dwelled among us." God used the Living Word, Jesus Christ, to reveal Himself to us, and so as His followers, the ability to communicate clearly with words is intrinsically important to how we express Christ to the world.
2. Every person needs to learn to express ideas and feelings in writing.
3. There is no one right way to write anything.
4. The ability to write is not an expression of a body of knowledge that can be learned like a list of vocabulary words.
5. Writing teachers and their students both learn in any effective writing situation.
6. The product of each student's writing efforts must be seen as a success for the following reasons:

   a) A student in a writing experience is not in competition with anyone else.

   b) There is no perfect model against which any effort can be compared for evaluation, so there is no best way for any student to write.

   c) Every controlled writing experience will help students improve the ability to express themselves.
7. All student writing efforts are worthy of praise. The most help any writing teacher can give at any point is to show, in a positive way, what is good about a piece and how it might be improved.
8. Any writing lesson assigned that does not receive a teacher's reinforcement and suggestions represents a missed opportunity for the student.
9. All writing at any level is hard work, and every writer should be encouraged to feel the pride of authorship. Students should learn that writing is fun, exciting, and rewarding.
10. All young authors need to be published. This can be accomplished by having their work read to other family members, posted on bulletin boards, hung on the refrigerator, printed in "books," or read by other family members.

# Writing Guidelines

Why should we follow guidelines, or rules, when we write? Guidelines help us communicate better. They provide us with the things that we should do, that we agree to do, and that make life nicer for everyone if we do them.

An example of a writing rule is the rule that says every sentence must start with a capital letter. This is written down, and we all must write using this rule. It helps us know when a new sentence is beginning. Following this rule helps us to communicate better.

Our list of guidelines consists of just a few rules to keep in mind when you write. We suggest students review the rules before each writing exercise:

1. Do not use exclamation points! This makes any writing look amateurish and fuzzy. If you are saying something that is important, the way you say it should be strong enough so that you do not have to tell your reader that it is important by using exclamation points at the end of your sentences.
2. Do not underline the titles of your papers. The only time there should be an underline in one of your titles is when you use the names of books or magazines.
3. Skip a line after the title in any paper you are giving to someone else to read.
4. Never write "The End" at the end of anything you write for a school exercise.
5. Do not try writing humor until you have studied it and really know the difference between being funny and being corny.
6. Do not skip a line between paragraphs.
7. Always leave a margin at the bottom of each page.
8. Check your papers for clichés before you write the final drafts.

# Weekly Skills Writing Mastery Chart

**Teacher:** Below is a list of each assignment's objectives. As your student completes an assignment, indicate whether each objective has been met. If your student needs experience with an objective, note this here and revisit this skill before proceeding to the next *Writing Strands* level.

| | Skill Mastered | Needs Experience |
|---|---|---|
| Lesson 1: How a Sentence Does it | | |
| Basic | | |
| Lesson 2: Connections | | |
| Organization | | |
| Lesson 3: The Main Points | | |
| Organization | | |
| Lesson 4: I Feel | | |
| Description | | |
| Lesson 5: My Mistake | | |
| Organization | | |
| Lesson 6: What the Narrative Voice Tells the Reader | | |
| Creative | | |
| Lesson 7: Changing Tenses | | |
| Basic | | |
| Lesson 8: Paragraphs | | |
| Basic | | |
| Lesson 9: My Home (Part 1) | | |
| Description | | |
| Lesson 10: My Home (Part 2) | | |
| Description | | |
| Lesson 11: Describing a Thought Problem | | |
| Organization | | |
| Lesson 12: Person | | |
| Basic | | |
| Lesson 13: Past, Present, and Future | | |
| Basic | | |
| Lesson 14: Things Change | | |
| Description | | |
| Lesson 15: From Where I Was | | |
| Creative | | |
| Lessons 16/17: Attitude in Description (Parts 1 and 2) | | |
| Description | | |
| Lesson 18: The Long and Short of It | | |
| Creative | | |

# Spelling List

The research on how people learn to spell indicates that spelling mastery comes from spelling words correctly through the practice of writing. Words studied in isolation, in abstracted lists, do not carry over from the study to correct use.

This page is not to be used as a word list to be memorized. Rather, it is for the instructor and the teacher to keep a record of the words the student has problems spelling. Turn back to this page after each exercise, and record the words that the student wants to work on in the future weeks.

If the student picks out one word a week — one that is used constantly — and the next week is spent working on that one problem word, the student will remember it much better than if it had been memorized for a spelling test. More importantly, in two or three years, the student will have mastered several words without the frustration of unsuccessful testing.

To help the student learn how to spell the problem word, help the student find the word's origins in a large dictionary, study the prefixes and suffixes, and practice the basic spelling rules that apply.

The teacher might check the *Teaching Companion* for more on this subject.

# List of Problems to Solve

As the teacher and student work through this book, use this page as a convenient place to keep a running list of the problems that should be solved throughout the year. Keep in mind that the student will have years to work on writing skills. Progress is the goal rather than perfection.

Record here the writing problems the student has not yet solved. For each exercise, point out only one way to improve the mechanics of the writing. This allows students to master the concept without feeling overwhelmed. Check our *Writing Strands Teaching Companion* for more on this process and why it is so very important.

## First Semester Suggested Daily Schedule

| Date | Day | Assignment | Due Date | ✓ | Grade |
|---|---|---|---|---|---|
| First Semester-First Quarter | | | | | |
| Week 1 | Day 1 | Read introductory portion • Pages 6–12<br>Writing Lesson 1: How A Sentence Does It • Pages 21-22 | | | |
| | Day 2 | Organizing information • Pages 23-24 | | | |
| | Day 3 | Constructing sentence • Pages 25-26 | | | |
| | Day 4 | Rewriting sentence • Page 27 | | | |
| | Day 5 | Write paper • Pages 28-30 • Student Progress Report • Page 31 | | | |
| Week 2 | Day 6 | Reading Lesson 1: Plot in Literature • Page 33 | | | |
| | Day 7 | Discuss assigned passage • Page 34 | | | |
| | Day 8 | Reading and discussion with instructor • Page 35 | | | |
| | Day 9 | Complete activity • Page 36 | | | |
| | Day 10 | Read and discuss assigned book • Page 37 | | | |
| Week 3 | Day 11 | Writing Lesson 2: Connections • Pages 39-40 | | | |
| | Day 12 | Making information flow • Page 41 | | | |
| | Day 13 | Creating sentences that flow • Page 42 | | | |
| | Day 14 | Write list for paragraph • Page 43 | | | |
| | Day 15 | Writing paragraph from ideas list • Page 44 • Student Progress Report • Page 45 | | | |
| Week 4 | Day 16 | Reading Lesson 2: Story Plot and Sequence of Events • Page 46 | | | |
| | Day 17 | Discuss assigned passage • Page 47 | | | |
| | Day 18 | Reading and discussion with instructor • Page 48 | | | |
| | Day 19 | Complete activity • Page 49 | | | |
| | Day 20 | Read and discuss assigned book • Page 50 | | | |
| Week 5 | Day 21 | Writing Lesson 3: The Main Points • Pages 51-52 | | | |
| | Day 22 | Using an organization outline • Page 53 | | | |
| | Day 23 | Write paragraph on story • Page 54 | | | |
| | Day 24 | Write another paragraph on story • Page 55 | | | |
| | Day 25 | Write Paper • Pages 56-57 • Student Progress Report • Page 58 | | | |
| Week 6 | Day 26 | Reading Lesson 3: Cause and Effect in Plot • Page 59 | | | |
| | Day 27 | Discuss assigned passage • Page 60 | | | |
| | Day 28 | Reading and discussion with instructor • Page 61 | | | |
| | Day 29 | Complete activity • Page 62 | | | |
| | Day 30 | Read and discuss assigned book • Page 63 | | | |
| Week 7 | Day 31 | Writing Lesson 4: I Feel • Pages 65-66 | | | |
| | Day 32 | Writing list of experiences • Page 67 | | | |
| | Day 33 | Writing description of feelings • Page 68 | | | |
| | Day 34 | Write topic sentence • Page 69 | | | |
| | Day 35 | Description Worksheet • Pages 70-71 • Student Progress Report • Page 72 | | | |

| Date | Day | Assignment | Due Date | ✓ | Grade |
|---|---|---|---|---|---|
| Week 8 | Day 36 | Reading Lesson 4: Character and Plot • Page 73 | | | |
| | Day 37 | Discuss assigned passage • Page 74 | | | |
| | Day 38 | Reading and discussion with instructor • Page 75 | | | |
| | Day 39 | Complete activity • Page 76 | | | |
| | Day 40 | Read and discuss assigned book • Page 77 | | | |
| Week 9 | Day 41 | Writing Lesson 5: My Mistake • Page 78 | | | |
| | Day 42 | Analyzing mistakes • Page 79 | | | |
| | Day 43 | List of actions into sentences • Page 80 | | | |
| | Day 44 | Rewriting Sentences • Page 81 | | | |
| | Day 45 | Write your paper • Pages 82-83 • Student Progress Report • Page 84 | | | |
| First Semester-Second Quarter | | | | | |
| Week 1 | Day 46 | Reading Lesson 5: Driving Forces in Plot • Page 85 | | | |
| | Day 47 | Discuss assigned passage • Page 86 | | | |
| | Day 48 | Reading and discussion with instructor • Page 87 | | | |
| | Day 49 | Complete activity • Page 88 | | | |
| | Day 50 | Read and discuss assigned book • Page 89 | | | |
| Week 2 | Day 51 | Writing Lesson 6: What the Narrative Voice Tells the Reader • Pages 90-91 | | | |
| | Day 52 | Finish short story • Page 92 | | | |
| | Day 53 | Rewrite short story • Page 93 | | | |
| | Day 54 | Finish another short story • Pages 94-95 | | | |
| | Day 55 | Define terms • Page 96 • Student Progress Report • Page 97 | | | |
| Week 3 | Day 56 | Reading Lesson 6: Elements of Plot: Exposition • Page 98 | | | |
| | Day 57 | Discuss assigned passage • Page 99 | | | |
| | Day 58 | Reading and discussion with instructor • Page 100 | | | |
| | Day 59 | Complete activity • Page 101 | | | |
| | Day 60 | Read and discuss assigned book • Page 102 | | | |
| Week 4 | Day 61 | Writing Lesson 7: Changing Tenses • Page 103 | | | |
| | Day 62 | Creating a Story • Page 104 | | | |
| | Day 63 | Writing Out Sentences • Pages 105-106 | | | |
| | Day 64 | Completing the Story • Page 107 | | | |
| | Day 65 | Read what you have written to someone else • Page 108<br>Student Progress Report • Page 109 | | | |
| Week 5 | Day 66 | Reading Lesson 7: Elements of Plot: Complication • Page 110 | | | |
| | Day 67 | Discuss assigned passage • Page 111 | | | |
| | Day 68 | Reading and discussion with instructor • Page 112 | | | |
| | Day 69 | Complete activity • Page 113 | | | |
| | Day 70 | Read and discuss assigned book • Page 114 | | | |
| Week 6 | Day 71 | Writing Lesson 8: Paragraphs • Pages 115-116 | | | |
| | Day 72 | Organizing items • Pages 117-118 | | | |
| | Day 73 | Write a topic sentence • Pages 119-120 | | | |
| | Day 74 | Writing an organized paragraph • Pages 121-122 | | | |
| | Day 75 | Write your paragraph • Pages 123-124 • Student Progress Report • Page 125 | | | |

| Date | Day | Assignment | Due Date | ✓ | Grade |
|---|---|---|---|---|---|
| Week 7 | Day 76 | Reading Lesson 8: Elements of Plot: Rising Action • Page 126 | | | |
| | Day 77 | Discuss assigned passage • Page 127 | | | |
| | Day 78 | Reading and discussion with instructor • Page 128 | | | |
| | Day 79 | Complete activity • Page 129 | | | |
| | Day 80 | Read and discuss assigned book • Page 130 | | | |
| Week 8 | Day 81 | Writing Lesson 9: My Home Part 1 • Pages 131-133 | | | |
| | Day 82 | Rough drawing • Page 134 | | | |
| | Day 83 | Floor plans • Page 135 | | | |
| | Day 84 | Floor plans continued • Page 136 | | | |
| | Day 85 | Finish floor plan • Page 137 • Student Progress Report • Page 138 | | | |
| Week 9 | Day 86 | Reading Lesson 9: Elements of Plot: Climax • Page 139 | | | |
| | Day 87 | Discuss assigned passage • Page 140 | | | |
| | Day 88 | Reading and discussion with instructor • Page 141 | | | |
| | Day 89 | Complete activity • Page 142 | | | |
| | Day 90 | Read and discuss assigned book • Page 143<br>Problems I Have Solved This First Semester • Page 144 | | | |
| | | Mid-Term Grade | | | |

## Second Semester Suggested Daily Schedule

| Date | Day | Assignment | Due Date | ✓ | Grade |
|---|---|---|---|---|---|
| | | Second Semester-Third Quarter | | | |
| Week 1 | Day 91 | Writing Lesson 10: My Home Part 2 • Pages 145-146 | | | |
| | Day 92 | Writing first and second paragraphs • Pages 147-148 | | | |
| | Day 93 | Writing third paragraph and conclusion • Pages 149-150 | | | |
| | Day 94 | Write paper on floor plan • Pages 151-152 | | | |
| | Day 95 | Getting paper back • Page 153 • Student Progress Report • Page 154 | | | |
| Week 2 | Day 96 | Reading Lesson 10: Elements of Plot: Falling Action • Page 155 | | | |
| | Day 97 | Discuss assigned passage • Page 156 | | | |
| | Day 98 | Reading and discussion with instructor • Page 157 | | | |
| | Day 99 | Complete activity • Page 158 | | | |
| | Day 100 | Read and discuss assigned book • Page 159 | | | |
| Week 3 | Day 101 | Writing Lesson 11: Describing a Thought Problem • Pages 161-162 | | | |
| | Day 102 | Describe and solve a thought problem • Pages 163-164 | | | |
| | Day 103 | Making outline of ideas • Pages 165-166 | | | |
| | Day 104 | Finish paper • Page 167 | | | |
| | Day 105 | Read your paper to someone else • Page 168<br>Student Progress Report • Page 169 | | | |
| Week 4 | Day 106 | Reading Lesson 11: Elements of Plot: Resolution • Page 170 | | | |
| | Day 107 | Discuss assigned passage • Page 171 | | | |
| | Day 108 | Reading and discussion with instructor • Page 172 | | | |
| | Day 109 | Complete activity • Page 173 | | | |
| | Day 110 | Read and discuss assigned book • Page 174 | | | |
| Week 5 | Day 111 | Writing Lesson 12: Person • Page 175 | | | |
| | Day 112 | Writing in third person • Pages 176-177 | | | |
| | Day 113 | Writing in second person • Page 178 | | | |
| | Day 114 | Writing in first person • Page 179 | | | |
| | Day 115 | Explain the three narrative voices • Page 180<br>Student Progress Report • Page 181 | | | |
| Week 6 | Day 116 | Reading Lesson 12: Elements of Plot: Putting It All Together • Page 182 | | | |
| | Day 117 | Discuss assigned passage • Page 183 | | | |
| | Day 118 | Reading and discussion with instructor • Page 184 | | | |
| | Day 119 | Complete activity • Page 185 | | | |
| | Day 120 | Read and discuss assigned book • Page 186 | | | |
| Week 7 | Day 121 | Writing Lesson 13: Past, Present, and Future • Page 187 | | | |
| | Day 122 | Making characters think • Pages 188-189 | | | |
| | Day 123 | Start your story • Pages 190-191 | | | |
| | Day 124 | Continue your story • Page 192 | | | |
| | Day 125 | Finish your story • Page 193 • Student Progress Report • Page 194 | | | |

| Date | Day | Assignment | Due Date | ✓ | Grade |
|---|---|---|---|---|---|
| | Day 126 | Reading Lesson 13: Plot: Conflict with Individuals • Page 195 | | | |
| | Day 127 | Discuss assigned passage • Page 196 | | | |
| Week 8 | Day 128 | Reading and discussion with instructor • Page 197 | | | |
| | Day 129 | Complete activity • Page 198 | | | |
| | Day 130 | Read and discuss assigned book • Page 199 | | | |
| | Day 131 | Writing Lesson 14: Things Change • Pages 201-202 | | | |
| | Day 132 | Writing Descriptions • Page 203-204 | | | |
| Week 9 | Day 133 | How things feel • Page 205 | | | |
| | Day 134 | Descriptive preparations • Page 206 | | | |
| | Day 135 | Finish paper • Pages 207-208 • Student Progress Report • Page 209 | | | |
| | | Second Semester-Fourth Quarter | | | |
| | Day 136 | Reading Lesson 14: Plot: Conflict with Society • Page 210 | | | |
| | Day 137 | Discuss assigned passage • Page 211 | | | |
| Week 1 | Day 138 | Reading and discussion with instructor • Page 212 | | | |
| | Day 139 | Complete activity • Page 213 | | | |
| | Day 140 | Read and discuss assigned book • Page 214 | | | |
| | Day 141 | Writing Lesson 15: From Where I Was • Pages 215-216 | | | |
| | Day 142 | Character positions • Page 217 | | | |
| Week 2 | Day 143 | Write your Scenario • Page 218 | | | |
| | Day 144 | Writing first account • Page 219 | | | |
| | Day 145 | Writing second account • Page 220 • Student Progress Report • Page 221 | | | |
| | Day 146 | Reading Lesson 15: Plot: Conflict with Setting • Page 222 | | | |
| | Day 147 | Discuss assigned passage • Page 223 | | | |
| Week 3 | Day 148 | Reading and discussion with instructor • Page 224 | | | |
| | Day 149 | Complete activity • Page 225 | | | |
| | Day 150 | Read and discuss assigned book • Page 226 | | | |
| | Day 151 | Writing Lesson 16: Attitude In Description Part 1 • Pages 227-228 | | | |
| | Day 152 | Writing what one sees and hears • Page 229 | | | |
| Week 4 | Day 153 | Writing about smells • Page 230 | | | |
| | Day 154 | Catch up on writing • Page 231 | | | |
| | Day 155 | Second description • Page 232 • Student Progress Report • Page 233 | | | |
| | Day 156 | Reading Lesson 16: Plot: Internal Conflict • Page 234 | | | |
| | Day 157 | Discuss assigned passage • Page 235 | | | |
| Week 5 | Day 158 | Reading and discussion with instructor • Page 236 | | | |
| | Day 159 | Complete activity • Page 237 | | | |
| | Day 160 | Read and discuss assigned book • Page 238 | | | |
| | Day 161 | Writing Lesson 17: Attitude In Description Part 2 • Page 239 | | | |
| | Day 162 | Writing about smells • Page 240 | | | |
| Week 6 | Day 163 | Catch up day • Page 241 | | | |
| | Day 164 | Write the final copy • Page 242 | | | |
| | Day 165 | Read both of your pieces to someone else • Page 243<br>Student Progress Report • Page 244 | | | |

| Date | Day | Assignment | Due Date | ✓ | Grade |
|---|---|---|---|---|---|
| Week 7 | Day 166 | Reading Lesson 17: Reviewing the Importance of Plot, Part 1 • Page 245 | | | |
| | Day 167 | Discuss assigned passage • Page 246 | | | |
| | Day 168 | Reading and discussion with instructor • Page 247 | | | |
| | Day 169 | Complete activity • Page 248 | | | |
| | Day 170 | Read and discuss assigned book • Page 249 | | | |
| Week 8 | Day 171 | Writing Lesson 18: The Long and Short of It • Page 251 | | | |
| | Day 172 | Write about an event • Page 252 | | | |
| | Day 173 | Finish writing about an event • Page 253 | | | |
| | Day 174 | Meeting People Continued • Pages 254-255 | | | |
| | Day 175 | Read your paper to someone else • Page 256<br>Student Progress Report • Page 257 | | | |
| Week 9 | Day 176 | Reading Lesson 18: Reviewing the Importance of Plot, Part 2 • Page 258 | | | |
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## Writing!

Review the Objectives. The three things that I have numbered are what you should learn with this exercise, just as the skills you should learn are listed at the top of each exercise.

I will work through this process of sentence writing to show you how easy it is, and then you will do the same thing. When you are done you will be able to say, "Writing really good sentences is easy."

There are only 3 steps:

1. Pick a subject and list what information you want to give to your reader.

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2. Organize this information in the best way for your reader to understand it.

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3. Write a sentence containing that information in that order.

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**Step 1: Pick subject of sentence and list pieces of information**

The first thing I have to do is to pick the subject. I have to decide what I want my reader to know. This could be anything. I will show you how easy this first step is by listing some possibilities.

I might want to tell my reader about:

1. "Dog," my dog (Dog really is her name)
2. Where I live
3. What I like to eat best
4. Which coat is best for me
5. How graceful Great Blue Herons are
6. My fall

As you can see, it does not make any difference what I want to talk about. You will see that the process is the same for all subjects. And this process is SIMPLE.

I will pick 6. My fall. Now that I have the subject of my sentence, I have to decide what I want my reader to know about that subject. In this case, I have to decide what parts of my falling I want my reader to understand.

### Objectives:

❶ Decide what information you want to give to your reader.

❷ Organize this information for your reader.

❸ Write a sentence containing the information in that order.

**Note**: For each lesson, sit with the student, read the lesson together, and discuss anything that is not clear.

This is what happened:

> After we had finished eating Thanksgiving dinner at my aunt's house, I said I would help clear the table. The women there said that I should not, that they would do it. I said, "I am really very good at this, and I have had lots of practice." I put all the plates I could reach into one pile in front of me. When I picked up this pile, I caught the edge of the tablecloth with my hand and pulled it behind me when I turned toward the kitchen. Of course, all the other dishes came with it. The weight of pulling all the things off the table made me lose my balance, and I started to fall. To save myself, I threw the pile of dishes I was carrying forward, but that did not help, and I fell into the center of a great pile of food and broken dishes. I was so embarrassed I could have hidden for a month.

That is the information I want to give my reader. It is too much detail for one sentence, so I will not be able to give it all at the same time. What I have to do is list the pieces of information I can give in one sentence, like this:

(A) Thanksgiving dinner (B) Helped clear the table

(C) Pulled off the tablecloth (D) Dropped dishes

(E) Fell into mess (F) I was embarrassed

**Step 2: Organize information**

Step 2 says that I have to organize the information to make it easy to understand. In this paragraph, I will put letters before the information in the same order as the things happened in the event so I can see what to put first and second and so on.

> After we had finished eating (A) Thanksgiving dinner at my aunt's house, I said I would (B) help clear the table. All the women there said that I should not, that they would do it. I said, "I am really very good at this, and I have had lots of practice." I put all the plates I could reach into one pile in front of me. When I picked up this pile, (C) I caught the edge of the tablecloth with my hand and pulled it behind me when I turned toward the kitchen. Of course all the other dishes came with it. The weight of pulling all the things on the table made me lose my balance, and I started to fall. To save myself, (D) I threw the pile of dishes I was carrying forward, but that did not help, and (E) I fell into the center of a great pile of food and broken dishes. (F) I was so embarrassed I could have hidden for a month.

I have listed these pieces of information again to make it easier to organize them.

(A) Thanksgiving dinner

(B) Helped clear the table

(C) Pulled off the tablecloth

(D) Dropped dishes

(E) Fell into mess

(F) I was embarrassed

The first thing I will want my reader to know is that I was really embarrassed. So, I will start my sentence with (F).

1. (F) I was really embarrassed

Since I should tell my readers when I was embarrassed, I will use (A) next.

2. (A) Thanksgiving dinner

The rest of the information can be in the order in which it happened: (B), (C), (D), and (E). This will now give my reader the information about my fall in this order:

1. I was embarrassed

2. Thanksgiving dinner

3. Helped clear the table

4. Pulled off the tablecloth

5. Dropped dishes

6. Fell into mess

**Step 3: Write the sentence**

All I have to do now is construct a sentence with this information in this order. To show you what the reordering did to the sentence, I will put letters in front of the pieces of information in my new sentence so that it will be easy for you to spot where they came from in the original list of what happened.

> I was really (F) embarrassed at (A) Thanksgiving dinner when (B) I helped clear the table because (C) I caught the edge of the tablecloth, pulling it and all the other dishes with it, and, (D) dropping the dishes I was carrying, (E) fell into the center of a great pile of food and dishes.

Now it is your turn.

1. Pick the subject of your sentence and list what information you want to give to your reader.

2. Organize this information to make it easy for your reader to understand it.

3. Write the sentence containing this information in that order.

***HINT!*** Easy enough so far, right?

**Step 1:** The subject of your sentence and the information you want to give to your reader:

(Subject)_____

(Information)_____

_____

_____

**Step 2:** List by number the pieces of information you have written for step 1.

1. _____

2. _____

3. _____

4. _____

5. _____

Reorder this list so you can give your reader this information in the most interesting or understandable way.

1. _____

2. _____

3. _____

4. _____

5. _____

**Step 3:** Write your sentence including all the information in the list on the previous page.

Be sure to give this information in the order listed. Put numbers before the bits of information so your teacher will be able to check the order easily.

Your sentence:_____

_____

_____

Now you get a chance to show off a little bit. Follow the example page:

1. Write your name and the date in the upper right corner and skip two spaces.

2. Write a title on the first line. You might use for a title "One Perfect Sentence." (Do not use quotation marks around your title.)

3. Skip a line after the title and write your sentence.

4. Skip a line after your sentence and write a brief explanation of how you wrote this perfect sentence. (Use the directions in this exercise to help you organize your explanation.)

5. Give your paper to your teacher.

***HINT!*** **Sentences** have subjects that are doing something. A run-on sentence is two sentences that are connected by a comma or a conjunction, not both. Avoid this problem.

Your paper should be set up like this example page. Use the box on the next page for this assignment.

Your Name

The Date

SPACE

SPACE

Your Title

SPACE

Your perfect sentence

The end of your sentence

SPACE

The process you used to write this perfect sentence

There should be equal margins on all sides of your paper

Fill out the "Student Progress Report" on the next page.

Remember to fill out the writing skills mastery check-off form and, if necessary, to record spelling words and other problems that you need to address in the future with your students.

## Student Progress Report

This is the best sentence I wrote this week:

I think it is the best because:

I made this mistake this week, and this is what I learned to help me avoid making the mistake again:

This is the sentence showing how I fixed this mistake:

Comments:

Your teacher will assign a book for you to read this week. Be sure to finish it before the end of the week. Review the five steps of reading literature and prepare to describe each of the five elements from your book.

Name of the book: _____

Author of the book: _____

## Read and discuss with your teacher

Every story contains just that — a story. What happens in that story is called the plot. A plot is all the events that take place in a story. Books, short stories, plays, television shows, and movies all have plots. Even many songs have plots.

People have been telling stories since ancient times. In ancient Greece, a writer named Aristotle believed that a story's plot needed to have one main action that was the focus without anything extra. He also believed that a story needed to have a beginning, a middle, and an end.

In many ways, people still write plots that are similar to what Aristotle talked about in ancient Greece. Most stories still do have a recognizable beginning, middle, and end. We usually divide a plot into more elements than this now, which you will learn later in the year, but those divisions are still based on the idea that a story has a beginning, a middle, and an end.

Stories also usually have a main plot, which is the basic story that is being told. It may have additional subplots, which are smaller stories that are also happening. Aristotle probably wouldn't like a story with a lot of subplots, but they are almost always related to the main plot in some way.

A lot of people think about the plot as just being about what happens. However, there is more to plot than that. In a good story, the plot, the characters, and the theme all work together. The theme is the story's message. A good plot will help convey the theme. The plot also makes it easier for the reader to understand the characters because it lets the audience see how the characters respond to what is happening. We'll learn more about these things throughout the rest of the year.

Think about one of your favorite stories. What is its plot? Does the plot have a beginning, a middle, and an end? What is happening in the beginning? What is happening in the middle? What is happening in the end? Does the story have any subplots? How do you know they are subplots but not the main plot? How does the plot connect with the story's message? What does the plot tell you about the characters?

### Objectives:

1. Learn the basics of plot in literature.
2. Read the assigned Bible passage.
3. Answer questions about the assigned Bible passage.
4. Write a paragraph summary of a plot and then condense into one sentence.
5. Read and discuss the assigned book (teacher's choice).

**Note:** A plot is all the events that take place in the story.

**Note:** A main plot is the basic story that is being told.

## Read and discuss assigned passage

Read the following passage: Genesis 3:1–24

**Step One:** Pray for the Lord's wisdom and inspiration in your reading. What things inspired you about this passage?

**Step Two:** Determine the genre of the literature (history, poetry, prophecy, proverbs, letters, parables, etc.). What genre is this passage?

**Step Three:** Read each passage, keeping in mind the cultural and historical setting of the text. (This can often be found in the introductory material to a book in the Bible.) Describe the cultural and historical setting of this passage?

**Step Four:** Look for the intended meaning. What is the intended meaning for this passage?

**Step Five:** Once the original meaning is understood, seek to find a life application. (Is the message about sin, or salvation, or faith, or hope, etc.?) What life application did you find in this passage?

**Step Six:** Seek other passages to help define the meaning (Scripture interprets Scripture). What other Scripture passages did you use to help define the meaning of this passage?

## Read and discuss with your teacher

Answer the following questions about the passage:

a. What is the plot of this account (what are the events that happen)?

b. Does the story have a recognizable beginning, middle, and end? How do you know?

c. How does the plot connect with the story's theme? If you are not sure of what the story's theme is, think about the story's message. Does the plot connect to the message in some way?

## Complete the following activity

Write a paragraph describing what happened in the Bible passage you read for this week. Be sure to include each main event.

_____

_____

_____

Then, identify the most important information that is essential to understanding the story. Use letters to identify the most important things in your paragraph.

_____

_____

_____

Next, list each of these items (with the letter you assigned them). Figure out how to organize them and then write them in one sentence. Make sure you use the letters to identify them in the sentence.

_____

_____

_____

## Read and discuss assigned book

Remember to keep in mind these five principles when reading the book of your choice this week:

**Step One:** Analyze the writer's worldview or belief system and write it here.

**Step Two:** Determine the genre of the literature and write it here.

**Step Three:** Read the book, keeping in mind the main setting of the text and the primary roles of each character. Describe the main setting and the primary roles of the characters in your book.

**Step Four:** Look for the flow of the story. Describe the flow of the story from your book.

**Step Five:** Seek other passages to help better understand the story and its possible meaning. What passages did you use together to help better understand the story meaning?